2018

Accountability Plan

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

BOT APPROVED

06/07/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

BOT Approved
06/07/2018

INTRODUCTION

This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.

This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

UBOT Approved
6/07/2018

TABLE OF CONTENTS

BOT Approved
06/07/2018

MISSION STATEMENT (What is your purpose?)

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

VISION STATEMENT (What do you aspire to?)

Florida Agricultural and Mechanical University (FAMU) will be recognized as a premier land-grant, doctoral-research university that produces globally competitive graduates.

STATEMENT OF STRATEGY (How will you get there?) -

Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

The University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while strengthening its position as a leading producer of African American graduates through the use of more strategic and focused approaches for: a) attracting well-qualified students; b) increasing student success; and c) improving employment outcomes. This will necessitate a continued focus on retention, student progression and graduation, and quality of instruction.

As the University works to implement the 2017-2022 strategic plan (*FAMU Rising*), an increased focus will be placed on recruitment, retention, student progression and graduation, and quality of instruction. Specific strategies and initiatives include:

1. Increasing FTIC retention and graduation rates by overhauling the campus student advisement structure, expanding the use of high-impact practices, leveraging the use of technology, and increasing resources for faculty development.
2. Increasing licensure pass rates by revising curricula, expanding academic support services, enhancing admissions policies, and expanding faculty development.
3. Increasing the enrollment of AA transfers by strengthening partnerships with FCS institutions via specialized 2+2 articulation agreements.
4. Enhancing the overall student experience by upgrading student housing and instructional facilities, improving the coordination and quality of student support

services via the construction of the Center for Access and Student Success (CASS), and expanding co-curricular activities.

5. Strengthening and expanding academic program offerings in high-demand areas to address Florida's workforce needs.
6. Enhancing student recruitment efforts by restructuring the Enrollment Management unit and implementing a strategic recruitment plan.
7. Increasing faculty productivity by increasing resources for faculty development and research, and evaluating faculty workload.
8. Improving customer service by launching a comprehensive Service Excellence Program.
9. Transitioning to a more data-driven culture and increasing the efficiency of University operations by enhancing oversight and management of academic, fiscal and critical business operations.
10. Increasing financial support for the University through enhanced alumni and community engagement.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*

What are your core capabilities, opportunities and challenges for improvement?

Core capabilities: FAMU is a doctoral/research institution and is one of the top Historically Black Colleges and Universities (HBCUs) in the nation. Key institutional strengths include its diversity in academic program offerings and array of accredited professional programs; recognition as one of the nation's top producers of African American graduates; status as an 1890 land-grant institution; designation by Carnegie classification as a R2 institution and recognition for total research and development (R&D) expenditures; and high degree production in STEM, agriculture and health-related disciplines, areas in which minorities are historically underrepresented.

Opportunities: FAMU's many opportunities include: a) an amplified focus on student success (including increasing retention/graduation rates and licensure pass rates); b) increased engagement in land-grant initiatives; c) increasing productivity in research; d) improving on key performance indicators; and e) growing upper-division enrollment through increased retention of current students and strategic initiatives such as specialized 2+2 articulation agreements. FAMU will also enhance its existing signature academic programs, such as pharmacy, business, architecture, law, nursing, music and STEM, while identifying new and emerging areas for growth, such as cybersecurity and data science, in which FAMU can be a national leader, particularly among HBCUs. FAMU will build upon its existing research strengths in agriculture, engineering, environmental science and the biomedical sciences, while identifying new areas of cutting-edge research in which the University can achieve distinction.

Challenges: FAMU is continuing in its efforts to ensure student success by increasing retention and graduation rates at all degree levels; and improve performance on licensure exams. There also continues to be a critical need to upgrade and expand campus facilities, particularly with respect to student housing, student services and faculty research spaces. Additionally, due to the financial circumstances of many of our students, access to need-based aid continues to be a challenge.

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06/07/2018

KEY INITIATIVES & INVESTMENTS *(within 3 years)*

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. Increase student success.

The University will continue and enhance ongoing efforts to increase student success, with an emphasis on: 1) increasing student retention, persistence and graduation rates; 2) increasing passage rates on licensure exams; 3) increasing enrollment of AA transfers; 4) increasing the availability of student internship opportunities and professional development activities that enhance student preparation for employment in high-demand fields; 5) increasing the number of graduates in programs of strategic emphasis; and 6) increasing the availability of courses for current students by offering additional sections via the online modality.

As the University implements its new 2017-2022 strategic plan (*FAMU Rising*), specific efforts to increase retention and four-year graduation rates for FTIC students will include implementation of the following initiatives:

Restructuring Academic Advisement

The University will make significant investments to improve academic advisement by hiring up to 25 new full-time professional advisors in the coming year. These new hires will allow the University to increase the use of proven best practices, such as intrusive advising and academic coaching. The University also plans to completely overhaul its current advisement structure, which includes placing the unit under the Office of Enrollment Management. These enhancements will enable the University to more effectively monitor student progression and take appropriate action to facilitate and promote increased student success.

Expanding the Use of High-Impact Practices

The University will place more emphasis on improving student progression during the freshman and sophomore years by expanding the use of proven high-impact practices. The University will build on its successful freshman Living-Learning Communities by establishing "Student Success Communities" for all freshmen and sophomores, as well as increasing the use of intrusive advisement/academic coaching, and enhancing tutorial and peer-mentoring services. The University will also enhance its student support services by establishing a one-stop-shop in the Center for Access and Student Success (CASS) facility that is currently under construction.

Strengthening Policies and Procedures that Promote Student Progression

The University will adopt policies and procedures that encourage and promote student progression and degree completion within four years. These changes will include policies that encourage students to enroll in a minimum of 15 credit hours per semester, restrict the number of course retakes in a given major, accelerate remediation in the areas of English and mathematics, and require at-risk students to enroll in mandatory courses to remain on track for graduation.

Enhancing Student Recruitment
The University will continue its ongoing efforts to increase the enrollment of high-achieving students. These efforts include implementing a strategic recruitment plan, restructuring the University's Office of Enrollment Management, and increasing engagement with feeder schools across Florida to increase student awareness of the requirements for entry into the University. Recruitment of AA transfers will also be expanded via the development of specialized 2+2 articulation agreements with FCS institutions.

Expanding Faculty Development
The University recognizes the important role that faculty play in facilitating student success. Over the past year the University has significantly increased the resources that are devoted to faculty development, with an emphasis on providing training on pedagogical best practices. The University will continue to invest in this area by expanding the services offered by the Teaching and Learning Center and providing more opportunities for faculty to engage in activities to improve their teaching and assessment of student learning.

2. Enrichment of Academic Programs
The University will place an increased focus on strengthening academic programs, with a particular emphasis on programs with licensure pass rate requirements and programs in areas of strategic emphasis. Specific strategies for improving student performance on licensure exams include: modifying admissions policies to ensure incoming students are adequately prepared for the program rigor; increasing the use of predictive analytics and more aggressive monitoring of key performance indicators; revising the curricula to ensure proper alignment with the most recent standards and competencies of the discipline; and expanding academic support services, which includes conducting focused workshops on test-taking preparations. Efforts to increase enrollment and degree production in high-demand areas will be enhanced. The University will provide additional support for faculty research and professional development and enhance student academic support services. Specific disciplines that have been targeted for enhancement include agriculture, cybersecurity, data science, health sciences (e.g. pharmacy, nursing, physical therapy), law, and core science and mathematics disciplines.

3. Increase the efficiency and effectiveness of University operations.
The University is dedicated to improving the efficiency and effectiveness of the core academic and administrative processes, and improving customer service. Specific areas of focus for the University will be: a) increased monitoring and evaluation of academic programs; b) enhancing engagement, communication and reporting with the BOT, BOG, and other oversight organizations and stakeholder groups; c) improving progress on strategic plan goals and key performance indicators, including the Performance Based Funding Metrics; d) establishing and maintaining a campus-wide data-driven culture; e) creating better alignment of resource allocations with institutional strategic priorities; f) enhancing campus-wide customer service, with a focus on student-service areas; and g) fostering a sustained a culture of accountability.

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06/07/2018

Key Achievements for 2016-17

STUDENT ACHIEVEMENTS

1. Maiya Stevenson, Akeisha Mandela, and Kyrik Gaines showcased their talents as members of the honors choir during the 2017 Young Adult Honors Performance Series at the renowned Carnegie Hall in New York City.
2. Faheem Muhammed, graduate student in FAMU-FSU College of Engineering, was awarded the 2017 Department of Defense (DoD) SMART (Science, Mathematics and Research for Transformation) Fellowship.
3. Jaffa Williams, College of Education, was appointed to the National Education Association's (NEA) Advisory Committee for student members.

FACULTY ACHIEVEMENTS

1. Faculty member, Carol Scarlett, Ph.D., College of Science and Technology was awarded a patent in 2017 for her work in magnetic field gradients.
2. Dreamal Worthen, College of Agriculture and Food Sciences, was the recipient of the 2017 Rural Sociological Society Excellence in Extension Public Outreach Award.
3. Seth Ablordeppey, College of Pharmacy and Pharmaceutical Sciences, received the 2016 William R. Jones Outstanding Mentor award from the Florida Education Fund.

PROGRAM ACHIEVEMENTS

1. FAMU programs in architecture (BS, MS), allied health (BS) and Pharmacy (PharmD) were ranked #1 in the production of degrees to African American in the Diverse Issues in Higher Education, Top 100 Producers of Minority Degrees 2017.
2. Three African American female students in the FAMU-FSU College of Engineering were awarded Ph.D. degrees in engineering.
3. The Health Information Management program was ranked #3 by the Healthcare Management Degree Guide, Top Degree Programs in 2017.

RESEARCH ACHIEVEMENTS

1. FAMU was awarded a $5M contract to work on NASA's Space Exploration Project in collaboration with Lockheed Martin.
2. FAMU was the recipient of a $15.4 million award from the National Oceanic and Atmospheric Administration (NOAA) Educational Partnership Program (EPP) to establish the Center for Coastal and Marine Ecosystems (CCME).
3. FAMU was awarded a four-year, $2 million grant from the National Science Foundation (NSF) Historically Black Colleges and Universities Undergraduate Program (HBCU-UP) to help broaden the participation of minority graduates in the nation's science and technology workforce.

INSTITUTIONAL ACHIEVEMENTS

1. National Security Agency and the Department of Homeland Security designated FAMU as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) through academic year 2022.
2. U.S. News & World Report lists FAMU as the No. 1 public HBCU in the nation for the second year in a row and among the top 6 overall HBCUs, increasing its ranking from No. 7 to No. 6.
3. FAMU was listed as one of the four HBCUs in the Top 200 Institutions for federal research expenditures by the Center for Measuring University Performance.

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06/07/2018

PERFORMANCE BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	59.2	61.8	64.6	66.7	.	.	.	.
APPROVED GOALS	.	.	.	59.4	66.5	68.5	70.5	72.5	.
PROPOSED GOALS	.	.	.	.	.	*68.5*	*70.5*	*72.5*	*74.0*

2. Median Wages of Bachelor's Graduates Employed Full-time

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	.	28,800	32,000	32,700	33,000	.	.	.	.
APPROVED GOALS	.	.	.	31,100	33,350	34,000	34,700	35,400	.
PROPOSED GOALS	.	.	.	.	.	*34,000*	*34,700*	*35,900*	*37,400*

Note: Beginning with the 2013-14 graduating class, the Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as "WRIS 2").

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	.	14,350	13,830	11,020	9,660	.	.	.	.
APPROVED GOALS	.	.	.	.	12,390	12,140	11,890	11,640	.
PROPOSED GOALS	.	.	.	.	.	*9,600*	*9,550*	*9,500*	*9,450*

4. FTIC Four-Year Graduation Rate

	2009-13	2010-14	2011-15	2012-16	2013-17	2014-18	2015-19	2016-20	2017-21
ACTUAL	11.8	12.7	14.0	19.2	21.8	.	.	.	.
APPROVED GOALS	.	.	.	18	20	25	30	35	.
PROPOSED GOALS	.	.	.	.	.	*25*	*30*	*35*	*38*

5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	69.0	70.1	75.4	74.6	76.3	.	.	.	.
APPROVED GOALS	.	.	.	76	77	80	83	85	.
PROPOSED GOALS	.	.	.	.	.	*80*	*85*	*86*	*88*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

PERFORMANCE BASED FUNDING METRICS (CONTINUED)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	50.3	51.1	49.7	48.0	42.6	.	.	.	.
APPROVED GOALS	.	.	.	51	49	51	53	55	.
PROPOSED GOALS	.	.	.	.	.	*45*	*48*	*52*	*55*

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2012	FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020
ACTUAL	65.8	61.6	64.8	65.4	62.8	.	.	.	.
APPROVED GOALS	.	.	.	60	65	65	65	65	.
PROPOSED GOALS	.	.	.	.	.	*65*	*65*	*65*	*65*

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	43.5	43.3	51.5	58.2	58.9	.	.	.	.
APPROVED GOALS	.	.	.	49	58	59	60	60	.
PROPOSED GOALS	.	.	.	.	.	*59*	*60*	*60*	*60*

9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	31.4	34.0	29.0	39.0*	41.6*	.	.	.	.
APPROVED GOALS	.	.	.	35	35	40	50	60	.
PROPOSED GOALS	.	.	.	.	.	*45*	*52*	*62*	*72*

Note*: FAMU revised the data collection and reporting methodology to better capture the credit hours related to internships and personal hardships that are exempted from the Excess Hours calculation.

10. BOT Choice: Percent of R&D Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	80.0	81.0	80.6	84.0	83.4	.	.	.	.
APPROVED GOALS	.	.	.	80	80	80	80	80	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*84*	*84*

Note: For more information about the PBF model visit: http://www.flbog.edu/about/budget/performance_funding.php

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06/07/2018

KEY PERFORMANCE INDICATORS

Teaching & Learning Metrics (from the 2025 System Strategic Plan that are not included in the PBF section)

Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	1	0	0	1	1	.
PROPOSED GOALS	.	.	.	.	.	*0*	*1*	*1*	*1*

Freshmen in Top 10% of High School Class

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	16	13	16	16	12	.	.	.	.
APPROVED GOALS	.	.	.	15	17	18	19	20	.
PROPOSED GOALS	.	.	.	.	.	*18*	*19*	*20*	*20*

Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2013	2014	2015	2016	2017	2018 GOALS	2019 GOALS	2020 GOALS	2021 GOALS
Nursing	74	64	78	76	64	*80*	*85*	*90*	*90*
US Average	*85*	*85*	*87*	*88*	*90*	.	.	.	.
Law	73	73	66	54	50	*73*	*80*	*80*	*80*
FL Average	*80*	*74*	*69*	*66*	*69*	.	.	.	.
Pharmacy	85	89	85	59	74	*85*	*90*	*90*	*90*
US Average	*95*	*95*	*93*	*86*	*88*	.	.	.	.

MULTI-YEAR	2011-13	2012-14	2013-15	2014-16	2015-17	2016-2017 GOALS	2017-2018 GOALS	2018-2019 GOALS	2019-2020 GOALS
Physical Therapy	46	58	58	65	62	*68*	*80*	*85*	*92*
US Average	*89*	*90*	*91*	*92*	*92*	.	.	.	.

Exam Scores Relative to Benchmarks

Above or Tied	0	0	0	0	0	*1*	*2*	*3*	*4*
Below	4	4	4	4	4	*3*	*2*	*1*	*0*

Note: This is the first time the Board of Governors is asking universities to provide out-year goals for each individual exam. *As of 2016, CAPTE began reporting multi-year pass rates for every two years.*

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Teaching & Learning Metrics

Time to Degree for FTICs in 120hr programs [in Calendar Years]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	5.5	5.3	5.2	5.2	5.2	.	.	.	.
APPROVED GOALS	.	.	.	5.0	5.1	4.9	4.7	4.5	.
PROPOSED GOALS	.	.	.	.	.	*4.9*	*4.7*	*4.5*	*4.3*

Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2007-13	2008-14	2009-15	2010-16	2011-17	2012-18	2013-19	2014-20	2015-21
ACTUAL	41	39	39	41	47	.	.	.	.
APPROVED GOALS	.	.	.	43	45	48	51	55	.
PROPOSED GOALS	.	.	.	.	.	*49*	*51*	*55*	*57*

Bachelor's Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1,488	1,557	1,506	1,675	1,555	.	.	.	.
APPROVED GOALS	.	.	.	1,590	1,709	1,743	1,778	1,813	.
PROPOSED GOALS	.	.	.	.	.	*1,400*	*1,660*	*1,720*	*1,785*

Graduate Degrees Awarded [First Majors Only]

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	678	615	585	597	579	.	.	.	.
APPROVED GOALS	.	.	.	625	609	621	634	646	.
PROPOSED GOALS	.	.	.	.	.	*621*	*634*	*646*	*659*

Bachelor's Degrees Awarded to African-American & Hispanic Students

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	97	97	97	97	97	.	.	.	.
APPROVED GOALS	.	.	.	97	96	96	95	94	.
PROPOSED GOALS	.	.	.	.	.	*96*	*95*	*94*	*94*

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06/07/2018

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Teaching & Learning Metrics

Percentage of Adult (Aged 25+) Undergraduates Enrolled

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
ACTUAL	11	10	10	10	9	.	.	.	.
APPROVED GOALS	.	.	.	10	10	10	10	10	.
PROPOSED GOALS	.	.	.	.	.	*10*	*10*	*10*	*10*

Percent of Undergraduate FTE in Online Courses

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	1	1	2	2	4	.	.	.	.
APPROVED GOALS	.	.	.	2	4	7	10	15	.
PROPOSED GOALS	.	.	.	.	.	*7*	*10*	*15*	*19*

Percent of Bachelor's Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	39	39	40	41	35	.	.	.	.
APPROVED GOALS	.	.	.	41	43	45	47	49	.
PROPOSED GOALS	.	.	.	.	.	*35*	*40*	*45*	*48*

Percent of Graduate Degrees in STEM & Health

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	41	41	51	56	57	.	.	.	.
APPROVED GOALS	.	.	.	49	56	56	56	56	.
PROPOSED GOALS	.	.	.	.	.	*57*	*57*	*57*	*57*

Scholarship, Research and Innovation Metrics

National Academy Memberships

	2014	2015	2016	2017	2018	2019	2020	2021	2022
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	0	0	1	1	1	.
PROPOSED GOALS	.	.	.	.	.	*1*	*1*	*1*	*1*

Faculty Awards

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
ACTUAL	1	2	1	1	0	.	.	.	.
APPROVED GOALS	.	.	.	2	2	2	3	3	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*3*	*3*

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Scholarship, Research and Innovation Metrics

Total Research Expenditures ($M)

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	51	46	47	45	38	.	.	.	.
APPROVED GOALS	.	.	.	46.5	45.8	46.3	46.7	47.5	.
PROPOSED GOALS	.	.	.	.	.	*38*	*39*	*39*	*40*

Percentage of Research Expenditures Funded from External Sources

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ACTUAL	80	81	81	84	83	.	.	.	.
APPROVED GOALS	.	.	.	80	84	84	84	84	.
PROPOSED GOALS	.	.	.	.	.	*83*	*84*	*84*	*84*

Utility Patents Awarded [from the USPTO]

	2013	2014	2015	2016	2017	2018	2019	2020	2021
ACTUAL	6	4	7	3	1	.	.	.	.
APPROVED GOALS	.	.	.	.	4	5	5	5	.
PROPOSED GOALS	.	.	.	.	.	*5*	*5*	*5*	*5*

Number of Licenses/Options Executed Annually

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	2	.	.	.	.
APPROVED GOALS	.	.	.	.	2	2	3	4	.
PROPOSED GOALS	.	.	.	.	.	*2*	*3*	*4*	*4*

Number of Start-up Companies Created

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
ACTUAL	0	0	0	0	0	.	.	.	.
APPROVED GOALS	.	.	.	.	2	2	2	2	.
PROPOSED GOALS	.	.	.	.	.	*2*	*2*	*2*	*2*

KEY PERFORMANCE INDICATORS *(CONTINUED)*

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

1. Bachelor's Degrees Awarded to Minorities (Black, Asian, Hispanic, Native, Mixed)

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
1,432	1,517	1,462	1,631	1,515	*1,358*	*1,610*	*1,668*	*1,731*

2. Number of Graduate Degrees awarded to African Americans

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
519	475	468	445	447	*465*	*475*	*485*	*495*

3. Percent of Course Sections Offered via Distance and Blended Learning

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
1.8	2.1	2.5	2.5	4.5	*6.0*	*8.0*	*10.0*	*14.0*

4. Number of students enrolled in graduate online programs

Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
46	43	30	29	43	*55*	*70*	*80*	*90*

BOT Approved
06/07/2018

ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

	FALL 2013 ACTUAL	FALL 2014 ACTUAL	FALL 2015 ACTUAL	FALL 2016 ACTUAL	FALL 2017 ACTUAL	FALL 2018 *PLAN*	FALL 2019 *PLAN*	FALL 2020 *PLAN*	FALL 2021 *PLAN*
UNDERGRADUATE									
FTIC (Regular Admit)	2,929	2,998	3,356	3,636	4,058	*4,301*	*4,560*	*4,833*	*5,123*
FTIC (Profile Admit)	3,973	3,234	2,596	1,935	1,594	*1,554*	*1,515*	*1,477*	*1,440*
FCS AA Transfers	608	605	617	749	854	*905*	*960*	*1,017*	*1,078*
Other AA Transfers	192	159	123	138	77	*82*	*87*	*92*	*97*
Post-Baccalaureates	0	0	0	0	0	*0*	*0*	*0*	*0*
Other Undergraduates	863	730	766	906	967	*1,025*	*1,087*	*1,152*	*1,221*
Subtotal	**8,565**	**7,726**	**7,458**	**7,364**	**7,550**	***7,868***	***8,207***	***8,571***	***8,960***
GRADUATE									
Master's	620	582	578	645	668	*708*	*751*	*796*	*843*
Research Doctoral	158	170	188	195	201	*213*	*226*	*239*	*254*
Professional Doctoral	1,255	1,223	1,235	964*	995*	*1,055*	*1,118*	*1,185*	*1,256*
Subtotal	**2,033**	**1,975**	**2,001**	**1,804**	**1,864**	***1,976***	***2,094***	***2,220***	***2,353***
UNCLASSIFIED									
H.S. Dual Enrolled	7	390	300	298	354	*379*	*405*	*434*	*464*
Other[1]	133	142	161	148	141	*149*	*158*	*168*	*178*
Subtotal	**140**	**532**	**461**	**446**	**495**	***528***	***564***	***602***	***642***
TOTAL	10,738	10,233	9,920	9,614	9,909	*10,372*	*10,866*	*11,393*	*11,955*

Note *: The decline in PharmD is a methodological change (that no longer includes pre-PharmD undergraduate students in the graduate count) and not an actual drop in the program's enrollment.

Notes: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

ENROLLMENT PLANNING (CONTINUED)

Actual & Planned FTE Enrollment by Residency & Student Level

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
RESIDENT										
LOWER	4,591	3,971	3,694	3,703	3,480	*3,564*	*3,730*	*3,907*	*4,097*	*4,298*
UPPER	3,695	3,530	3,374	3,104	2,938	*3,008*	*3,149*	*3,299*	*3,459*	*3,630*
GRAD I	565	486	455	460	534	*547*	*572*	*600*	*629*	*660*
GRAD II	1,228	1,142	1,099	1,147	1,184	*1,212*	*1,269*	*1,329*	*1,394*	*1,463*
TOTAL	**10,079**	**9,129**	**8,621**	**8,413**	**8,136**	***8,331***	***8,720***	***9,135***	***9,579***	***10,051***
NON-RESIDENT										
LOWER	769	617	508	528	592	*606*	*634*	*665*	*697*	*732*
UPPER	577	539	514	451	425	*435*	*456*	*477*	*500*	*525*
GRAD I	117	104	111	99	111	*114*	*119*	*125*	*130*	*137*
GRAD II	162	128	132	126	116	*119*	*124*	*130*	*137*	*143*
TOTAL	**1,625**	**1,388**	**1,264**	**1,205**	**1,244**	***1,274***	***1,333***	***1,397***	***1,464***	***1,537***
TOTAL										
LOWER	5,360	4,588	4,202	4,231	4,072	*4,170*	*4,364*	*4,572*	*4,794*	*5,030*
UPPER	4,272	4,068	3,888	3,555	3,363	*3,444*	*3,605*	*3,776*	*3,959*	*4,155*
GRAD I	682	590	565	559	645	*660*	*691*	*724*	*759*	*797*
GRAD II	1,390	1,271	1,230	1,273	1,300	*1,331*	*1,393*	*1,460*	*1,531*	*1,606*
TOTAL	**11,704**	**10,517**	**9,885**	**9,618**	**9,380**	***9,605***	***10,053***	***10,532***	***11,043***	***11,588***

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Actual & Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)*

	2012-13 ACTUAL	2013-14 ACTUAL	2014-15 ACTUAL	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 PLAN	2018-19 PLAN	2019-20 PLAN	2020-21 PLAN	2021-22 PLAN
UNDERGRADUATE										
Distance (80-100%)	50	73	131	172	297	*369*	*554*	*830*	*1,245*	*1,868*
Hybrid (50-79%)	0	0	27	79	113	*257*	*308*	*370*	*444*	*533*
Classroom (0-50%)	9,582	8,583	7,932	7,535	7,024	*6,987*	*7,107*	*7,148*	*7,064*	*6,784*
Subtotal	**9,632**	**8,656**	**8,090**	**7,786**	**7,435**	***7,613***	***7,969***	***8,348***	***8,753***	***9,185***
GRADUATE										
Distance (80-100%)	84	47	52	45	56	*64*	*65*	*67*	*68*	*69*
Hybrid (50-79%)	0	0	14	10	10	*17*	*18*	*18*	*19*	*19*
Classroom (0-50%)	1,989	1,814	1,729	1,777	1,879	*1,911*	*2,002*	*2,099*	*2,203*	*2,314*
Subtotal	**2,073**	**1,861**	**1,795**	**1,832**	**1,945**	***1,992***	***2,085***	***2,184***	***2,290***	***2,403***

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.

BOT Approved
06/07/2018

ACADEMIC PROGRAM COORDINATION

New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Cybersecurity	11.1003	STEM	None	N	60	Spring 2019
Business Analytics	52.1301	STEM	FIU, UF	N	50	Spring 2019
Digital Media	09.0702	STEM	FAU, FGCU, FIU, FSU	N	80	Spring 2019
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Construction Engineering and Technology	15.1001	STEM	FIU, UF	N	30	Spring 2019
Cybersecurity	11.1003	STEM	FIU	Y	30	Spring 2019
DOCTORAL PROGRAMS						
Sustainability	30.3301	STEM	None	N	20	Spring 2019

New Programs For Consideration by University in 2019-21

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Biological and Physical Sciences	30.0101	STEM	NCF, USF-T, UWF	N	50	Spring 2020
Education, Child, and Family Studies	13.0101	EDUCATION	FAU, FGCU, UF	N	50	Spring 2020
Data Science	11.0802	STEM	FPU	N	30	Spring 2020
Global Security	43.9999		FAU	N	30	Spring 2021
Public Health	51.2201	HEALTH	FGCU, FSU, UF, USF-T	N	50	Spring 2021
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Aerospace Engineering	14.0201	STEM	UCF, UF	Y	30	Spring 2020
Computer Engineering	14.0901	STEM	FAU, FIU, UCF, UF, USF-T	Y	30	Spring 2021
Health Informatics	51.0706	HEALTH	UCF	Y	30	Spring 2021
DOCTORAL PROGRAMS						
Biology	26.0101	STEM	FAU, FIU, FSU	N	20	Fall 2019
Doctor of Nursing Practice (DNP)	51.3818	HEALTH	FAU, FGCU, UCF, UF, UNF, USF-T	Y	60	Spring 2021
Public Health	51.2201	HEALTH	FIU, UF, USF-T	Y	25	Spring 2021

FOUR YEAR GRADUATION RATE
2018 IMPROVEMENT PLAN

FLORIDA A&M UNIVERSITY

Purpose:
In response to the "Florida Excellence in Higher Education Act of 2018," Florida A&M University proposes a plan to improve its undergraduate 4-year graduation rate. Our plan identifies the four components as specified, which aligns with several of the goals and objectives in the University's strategic plan for improving the graduation rate in a timely manner within the expected four years.

1. Academic, financial, policy, and curricular incentives and disincentives for timely graduation.

Academic:

- Implement and communicate a four-year graduation campaign ("Finish in Four"), starting with the 2018 Cohort.
- Strengthen and enhance academic support services, which include increasing the number of full-time professional advisors; using best practices for intrusive advisement and academic coaching; expanding the number of living learning communities; and enhancing and expanding tutoring and peer mentoring services.
- Leverage technology and use of predictive analytics, early warning monitoring and academic mapping to closely monitor and enhance student progression.
- Expand and enhance the freshman experience using high impact practices such as Meta-majors, block scheduling, freshmen/sophomore certified courses and learning communities.
- Develop a comprehensive summer (before the start of and after freshman year) academic plan to ensure all students are on-track by the start of the sophomore year.

Financial:

- Implement a model for students who are nearing completion within four-years by utilizing funding from the "Save Our Students" initiative which rewards students who are on track to graduate in four years.
- Provide special recognition and/or scholarships to students who are in need of financial assistance and have successfully completed 30 credit hours within their major with a 3.4 cumulative GPA or better at the end of each academic year.
- Provide financial assistance to students enrolling in the summer semester courses.
- Develop and implement an "On-Track Pell Award" to reward students, who stay on track at the beginning of each academic year and need financial assistance by providing a maximum Pell Grant award of $300.
- Strengthen the financial literacy program aimed to inform students on ways to reduce student debt.

Policy:

- Implement policies to require students to take a minimum of 15 credit hours per semester based on their academic maps.
- Establish and implement policies on the maximum number of times and/or frequency a student can fail or retake courses to avoid a mandatory major change.
- Implement policies to require students with an overall first year GPA below a 2.0 to complete a minimum of six credit hours of courses in the summer either on campus or online at FAMU.

Curricular Incentives:

- Develop four-year academic maps that take into consideration the student's starting point.
- Provide opportunities for advanced curriculum-based studies during the summer semesters.
- Expand the living-learning environment to the sophomore year.
- Expand opportunities for students' internships through promotion of electives.

2. Implementation of a proactive financial aid program:

Florida A&M University will implement the following initiatives to provide financial assistance to full-time students.

- The "On-Track Pell Award" to reward students, who stay on track at the beginning of each academic year and need financial assistance by providing a maximum Pell Grant award of $300.
- Develop and implement a model for students who are on-track and require financial assistance utilizing funding from the "Save Our Students" initiative.
- Develop and implement a model for students who are nearing completion within four-years and require financial assistance utilizing funding from the "Save Our Students" initiative which rewards students who are on track to graduate in four years.
- Devise incentives for students who passed 30 credit hours (in sequence) as outlined in their curriculum map to be eligible for various financial rewards (semester free books, meal plan, or parking; opportunity to win gift cards and gift certificates from local businesses and alumni; and obtain out-of-state waivers).
- Assess the new state policy to refund the excess hour surcharge for up to 12 credit hours to any FTIC student who completes a baccalaureate degree program within 4 years will be assessed.

3. The signature below of the Chair of the university board of trustees certifies that the information in this plan is true and correct to the best of my knowledge and that the board of trustees provides assurances that there will be no increased cost to students associated with the above plans, per Section 1001.706(5) of the Florida Statutes.

Certification: _____ **Date:** 6/8/18
(Chair, University of Board of Trustees)

2018 Accountability Plan

GLOSSARY

4/28/2018

STATE UNIVERSITY SYSTEM *of* FLORIDA

Board of Governors

Performance Based Funding

1. Percent of Bachelor's Graduates Enrolled or Employed ($25,000+) One Year After Graduation	This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
2. Median Wages of Bachelor's Graduates Employed Full-time One Year After Graduation	This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from 41 states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS), Florida Education & Training Placement Information Program (FETPIP) and Florida Department of Economic Opprtunity (DEO) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).
3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours	This metric is based on resident undergraduate student tuition and fees, books and supplies as calculated by the College Board (which serves as a proxy until a university work group makes an alternative recommendation), the average number of credit hours attempted by students who were admitted as FTIC and graduated with a bachelor's degree for programs that requires 120 credit hours, and financial aid (grants, scholarships and waivers) provided to resident undergraduate students (does not include unclassified students). Source: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees.
4. Four Year FTIC Graduation Rate	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
5. Academic Progress Rate *2nd Year Retention with 2.0 GPA or Above*	This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).
6. University Access Rate *Percent of Undergraduates with a Pell-grant*	This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: State University Database System (SUDS).

7. Bachelor's Degrees within Programs of Strategic Emphasis	This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
8a. Graduate Degrees within Programs of Strategic Emphasis	This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis'. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).
8b. Freshmen in Top 10% of High School Class Applies only to: NCF	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: New College of Florida as reported to the Common Data Set.

BOG Choice Metric

9. Percent of Bachelor's Degrees Without Excess Hours	This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. Note: It is important to note that the statutory provisions of the "Excess Hour Surcharge" (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). Source: State University Database System (SUDS).

BOT Choice Metrics

10a. Percent of R&D Expenditures Funded from External Sources FAMU	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
10b. Bachelor's Degrees Awarded to Minorities FAU, FGCU, FIU	This metric is the number, or percentage, of baccalaureate degrees granted in an academic year to Non-Hispanic Black and Hispanic students. This metric does not include students classified as Non-Resident Alien or students with a missing race code. Source: State University Database System (SUDS).
10c. National Rank Higher than Predicted by the Financial Resources Ranking Based on U.S. and World News FSU	This metric is based on the difference between the Financial Resources rank and the overall University rank. U.S. News measures financial resources by using a two-year average spending per student on instruction, research, student services and related educational expenditures - spending on sports, dorms and hospitals doesn't count. Source: US News and World Report's annual National University rankings.

10d. Percent of Undergraduate Seniors Participating in a Research Course NCF	This metric is based on the percentage of undergraduate seniors who participate in a research course during their senior year. Source: New College of Florida.
10e. Number of Bachelor Degrees Awarded Annually UCF	This metric is the number of baccalaureate degrees granted in an academic year. Students who earned two distinct degrees in the same academic year were counted twice; students who completed multiple majors or tracks were only counted once. Source: State University Database System (SUDS).
10f. Number of Licenses/Options Executed Annually UF	This metric is the total number of licenses and options executed annually as reported to Association of Technology Managers (AUTM). The benchmarks are based on UF's national rank among public & private institutions. Source: University of Florida.
10g. Percent of Undergraduate FTE in Online Courses UNF	This metric is based on the percentage of undergraduate full-time equivalent (FTE) students enrolled in online courses. The FTE student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Number of Postdoctoral Appointees USF	This metric is based on the number of post-doctoral appointees during the Fall term of the academic year. A postdoctoral researcher has recently earned a doctoral (or foreign equivalent) degree and has a temporary paid appointment to focus on specialized research/scholarship under the supervision of a senior scholar. Source: National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Percentage of Adult Undergraduates Enrolled UWF	This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified. Source: State University Database System (SUDS).

Preeminent Research University Funding Metrics

Average GPA and SAT Score	An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B','E') with an admission action of admitted or provisionally admitted ('A','P','X'). Source: State University Database System (SUDS).
Public University National Ranking	A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings, includes: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Kiplinger, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

Freshman Retention Rate (Full-time, FTIC)	Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
6-year Graduation Rate (Full-time, FTIC)	Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution.
National Academy Memberships	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Science & Engineering Research Expenditures ($M)	Science & Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).
Non-Medical Science & Engineering Research Expenditures ($M)	Total S&E research expenditures in non-medical sciences as reported to the National Science Foundation (NSF). This removes medical sciences funds from the total S&E amount.
National Ranking in S.T.E.M. Research Expenditures	The NSF identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, Social Sciences). The rankings by discipline are determined by BOG staff using the NSF WebCaspar database.
Patents Awarded (3 calendar years)	Total utility patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:"(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)".
Doctoral Degrees Awarded Annually	Doctoral research degrees awarded annually as reported annually by the Board of Governors. The Legislature excluded professional doctoral degrees from this metric. The 2016 Legislature amended this crieria to include professional doctoral degrees awarded in medical and health care disciplines.
Number of Post-Doctoral Appointees	The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).
Endowment Size ($M)	This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators

Teaching & Learning Metrics

Freshmen in Top 10% of HS Graduating Class	Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by the university to the Common Data Set.
Professional/Licensure Exam First-time Pass Rates	The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. Note about Benchmarks: The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams are based on rates for MD degrees from US institutions.
Average Time to Degree for FTIC in 120hr programs	This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).
Six-Year Graduation Rates	The First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).
Bachelor's and Graduate Degrees Awarded	This is a count of first-major baccalaureate and graduate degrees awarded. First Majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).
Bachelor's Degrees Awarded To African-American and Hispanic Students	Race/Ethnicity data is self-reported by students. Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only – second majors are not included. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

Adult (Aged 25+) Undergraduates Enrolled Fall term	This metric is based on the age of the student at the time of their Fall term enrollment - not their age upon entry. As a proxy, age is based on birth year not birth date. Note: Uncassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).
Percent of Undergraduate FTE Enrolled in Online Courses	Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Source: State University Database System (SUDS).
Percent of Bachelor's And Graduate Degrees in STEM & Health	The percentage of baccalaureate degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second Majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

Scholarship, Research & Innovation Metrics

National Academy Members	National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows.
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported in the National Science Foundation annual survey of Higher Education Research and Development (HERD).
Percent of R&D Expenditures funded from External Sources	This metric reports the amount of research expenditures that was funded from federal, private industry and other (non-state and non-institutional) sources. Source: National Science Foundation annual survey of Higher Education Research and Development (HERD).
Utility Patents Awarded	The number of utility patents awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design, plant or other types.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies – as reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation.